# Local Control Accountability Plan and Annual Update (LCAP) Template

| LEA Name | Woodside Elementary School District |
|---|---|
| Contact Name and Title | Beth Polito |

| | Email and Phone | bpolito@woodsideschool.us 650-851-1571 |
|---|---|---|

# 2017-20 Plan Summary

## THE STORY

Briefly describe the students and community and how the LEA serves them.

Woodside Elementary School District ("WESD") is a small suburban school district serving 400+ PreK-8th grade students at one school.  WESD has an unduplicated student count exceeding 11%.  However, based on the small nature of our school all students are regularly assessed and offered differentiated instruction and support to meet their individual needs.  Because of this our students perform exceptionally well on standardized testing and wellness and climate measures.  Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 25% of our annual budget.

Woodside School District completed a strategic plan process in 2011-2012 that included thorough constituent engagement. The strategic goals are reviewed every other month at the Board level. In addition to our strategic goals we have established annual SPSA goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students. We have GATE, EL and Tinsley program related goals every year. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2nd grade.

All of our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance from two angles. First is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention through the direct and consulting services of 1.6 FTE in reading intervention expertise, push in and pull out early intervention in math, a robust Student Study Team system that addresses the need of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist. The second angle is broad academic rigor and a supportive school climate for all our students which includes; a robust and fully integrated TK-8th grade Social and Emotional Learner program, small class sizes (TK-8th grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music and PE for all students TK-8th grade, a fully implemented CCSS academic program and a rigorous world languages

program that all 5-8th grade students participate in. The five goals included in our three-year plan are included in either our 2016-17 five-year strategic plan or 2016-17 SPSA.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Based on our strategic plan, during the past year these initiatives strongly support our student achievement, school climate and communication goals.

GOAL 1  Differentiated Learning:

All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.

GOAL 2 English Learner Development:

All WESD EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EI services as appropriate. ELs and their families will be supported for full involvement in WESD.

GOAL 3  Middle School Instructional Program and Schedule:

The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, CCSS aligned instruction in mathematics, flexible ability grouping and a meaningful elective program to create a positive culture and climate that maintains strong enrollment.

GOAL 4  Design Thinking:

All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences. By using Design Thinking student academic performance will improve.

GOAL 5 Common Core State Standards:

All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas.

Progress was seen in all five goal areas. Specific progress was made in goal 1 through the refinement of cluster groupings in 3, 4, 5th grade and more use of SST process for personalized learning opportunities.

**REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

| | |
|---|---|
| **GREATEST PROGRESS** | CELDT scores show an 18% increase in reclassified students from EL status this year.<br><br>Student survey and student council review session show significant improvement in MS climate, specifically student satisfaction with core content areas.  More students are staying for middle school with only 3 students leaving for private school this year in 6th grade. This is a significant dip from the average of 6-8 students annually leaving in the last six years. Full integration of Design learning in the MS curriculum has been well received by students and families as shown in parent and student surveys.<br><br>Increased use of SST process for students needing an academic challenge or social/emotional support from an average of 1-3 to 5 this year. |

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

| | |
|---|---|
| **GREATEST NEEDS** | According to the dashboard the "greatest needs" for the district are to address the perceived increase in suspensions and increase the academic performance of our ELs and socioeconomically disadvantaged.<br><br>As stated below the suspension rate will be addressed through the increased attention paid to our climate via our design and SEL programs. Full integration of Design thinking in the 3-5th grade elementary school program and the inclusion of 6th grade in the 2017-18 school year.  The next phase of development for design thinking also includes a stronger emphasis on service and community connection.<br><br>The suspension metrics are outdated.  We have a strong culture and climate and have improved over the past few years anticipate continuing with same SST and SEL strategies. The Dashboard indicates that the overall performance for all students is in the "orange" performance category. This data reflects the 2014-15 school year. Current year and previous years suspension rate is 0.<br><br>The greatest academic needs are with our EL and socioeconomically disadvantaged students.<br><br>Parent engagement and belonging for our EL parents is a constant struggle as many of these families do not reside in Woodside.  We have continued to seek ways to include Tinsley and Spanish speaking families in all aspects of the Woodside experience but will look at expanding our efforts in seeking feedback about our ELD program as well as how best to support students who may be struggling socially or academically. |

We will pilot a new structure for supporting our most needy students in 2017-18 by appointing a teacher lead to focus the work of the DELAC, CELDT assessment and subsequent instructional programs.

Stakeholder input revealed the need for better communication about district/site goals and efforts to achieve them. Input also revealed the need for more regular assessment of goal progress and inclusion of stakeholder input into the improvement efforts.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

The data sources used to identify performance gaps is the state dashboard.

WESD does not have the required 30 EL students to provide dashboard data and assessment. Internal/local data is studied including CELDT, CAASPP and grades.

The two student groups that we will focus on in terms of performance gap are EL and socioeconomically disadvantaged.

EL Students improved their performance in math but are still below level 3.

EL Students have performed at the same approximate level in ELA for the two years the dashboard has scores.

Out of 32 students assessed as EL we have 5 long term EL's who are dual identified EL and Special Education.

Our EL do not perform as well as the typical Woodside student.

The largest gap in student performance is between the average and low socioeconomic disadvantaged student.

On ELA and Math they are low and significantly declined. Student performance has declined in percentage overall in these subgroups due to small group sizes. Fluctuations from year to year can be significant but all reflective of movement of small numbers of students.

Achievement Gap Plan of Action -

Every student who is performing below grade level is monitored by the student support team and they are proactively assessed as to whether a formal designation or plan is necessary to meet the student's academic goals.

Instructor effectiveness is the key to improving student outcomes. We continue to invest heavily in coaching and professional development to support teachers efforts in differentiation and intervention. Specific training in general education instructional strategies to address EL needs in the mainstream classroom will be provided in the 2017-18 school year.

A more systematic process for establishing a EL/Special Education IEP/ILP for each student who is dually identified.

Socioeconomically disadvantaged students will be highlighted in student based articulations monthly.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Staff, Student and Parent survey results show the need to focus on more full integration of design thinking protocol to enhance classroom projects, continued work on coordinated efforts to support EL's in their academic progress as well as full integration into the WESD experience, and to better communicate LCAP goals with families such as our GATE/Differentiation, EL and MS integration goals.

The Dashboard shows that there is room for improvement in ELA and climate for the EL population.

The Dashboard also shows there is room for improvement in ELA and climate for low socio-economic students.

The survey shows that students and families are relatively unaware of our efforts on behalf of EL students.

Our goals will focus on access to differentiated learning for all students including foster youth, low-income and EL students as well as how alignment within MS courses will benefit the academic performance of students. Goals will also focus on the climate building benefits of design thinking and the systematic way we address complete wrap around services for students performing below grade level. A more systematic process for establishing a EL/Special Education IEP/ILP for each student who is dually identified. Socioeconomically disadvantaged students will be highlighted in student based articulations monthly.

Increased access to the SST process, increased resources being assigned to EL services and increased access to design thinking will improve services for EL, low income and foster youth.

For 17-18 our supplemental grant funding is estimated at $68,851 which is a 2.32% Increase from 16-17. This is based on an unduplicated student count of 48 students and a ratio of 11% of the total student population. We anticipate that our dedicated services to the unduplicated students will exceed this amount by approximately $157,000 for our transportation, EL specialist, reading specialist and Spanish speaking receptionist.

Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES students. Increased resources have been assigned to support the goals for increased student performance for EL's through the purchase of EL curriculum in 2016-17 and the additional of an EL teacher stipend to encourage teacher leaders in the DELAC and parent engagement. Additionally we have hired a part time Spanish speaking receptionist to help support communication with our Spanish speaking parents.

Woodside has a small population of unduplicated students and a robust base program that offers differentiated instruction for all students and a broad range of courses to engage all students. Typical strategies that would often serve unduplicated students including TK, low class size, differentiation, coaching, professional development and robust course offerings and enrichment are strategies that are used for all students and are considered our base program. Services directed to our unduplicated students include transportation, a push in and pull out program staffed by our EL specialist and our reading specialist, professional development for staff serving our unduplicated students and outreach programs and targeted communication. These programs have not changed year to year but the staffing costs have increased over the past year and have increased our cost of providing services to our unduplicated students. Over the past year, we have continued to provide the targeted services highlighted above and have expanded our communication and outreach by translating key documents into Spanish and hiring bilingual office staff to improve daily communication. This has allowed us to improve our parent education outreach and 1:1 parent support for all of our services. By funding these dedicated programs we are supporting our overall goals of Gate, Student Achievement, Design Thinking, Improved School Climate and Culture in the Middle School and the full implementation of CCSS. With these goals we are seeing improved student achievement and improved student engagement and parent engagement. Alignment of services, articulation, stakeholder outreach and increased communication, specifically with our Tinsely population will directly support our low income, EL and foster youth.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $10,897,895 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $68,851 LCFF Supplemental ($93,247 additional spending paid by LCFF Base Grant) <br> $5,588,437 LCFF Base Grant <br> $84,000 Lottery & Local Donations |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund expenditures not specified in this LCAP of $5,063,360 include the salaries and benefits of other teacher stipends, administrators and classified staff and benefits $3,064,673; Classroom supplies, office supplies, custodial supplies and Chromebooks of $444,879 and consultants/professional services, class funds of $887,740 maintenance contracts/utilities/ insurance $355,784, capital/debt/transfers $310,284

| | |
|---|---|
| $ 7,682,704 | Total Projected LCFF Revenues for LCAP Year |

# Annual Update

**LCAP Year Reviewed: 2016-2017**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

| | |
|---|---|
| **Goal 1** | Gifted and Talented Education:<br><br>All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.<br>State Priorities:<br>Highly Qualified Teachers<br>Implementation of State Standards: See base program description<br>Parent Involvement: GATE Goals are monitored by SSC<br>Pupil Achievement: Academic outcomes monitored by SSC |

| State and/or Local Priorities Addressed by this goal: | STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 |
|---|---|
| | COE ☐ 9 ☐ 10 |
| | LOCAL _____ |

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| Teachers will receive training in depth and complexity strategies and the 3rd-5th grade students will continue to be placed in math cluster placements.<br><br>All the 3rd-8th grade students will continue to have structured differentiated instructional opportunities in math.<br><br>Outcomes are measured by the documentation of program descriptions that reflect intentions listed here.<br><br>This annual outcome was adjusted based on student and staff feedback about lack of clarity around the cluster model and differentiation expectations in mathematics. | All teachers participated in one depth and complexity training focused on the use of assessment and depth and complexity icons to identify work for extension.<br><br>All third, fourth and fifth grade students have access to compacting in mathematics for each unit of instruction.<br><br>All teachers in these grade levels are working with the GATE/differentiation coach to clarify program outcomes. Parent education on this topic took place in March.<br><br>The coach also presented at a SSC meeting to clarify program objectives.<br><br>PUPIL ACHIEVEMENT IS DISCUSSED IN DEPTH IN GOAL 5. |

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

Base Program: All WESD students received differentiated instruction in reading and math through Readers and Writers Workshop. All 3rd, 4th, and 5th grade students are given the opportunity to "test out" of each math unit and to have challenge work. MS math has ability groupings for math that are flexibly assigned each year. Our goal is to conform current structures in grades 3-8. The instructional materials are aligned with state standards.

A formal evaluation of the cluster model in 3rd, 4th, and 5th grades will be completed.

Students will receive differentiated instruction in math unit by unit.

**ACTUAL**

All students received differentiated instruction in ELA through the Units of Study in Reading and Writing.

Students received differentiated instruction in math and language arts in grades 3-8.

All 3-8th grade students received math instruction with a unit pre and post assessment to allow for differentiated instruction.

These instructional materials are aligned with state standards.

Our 258 students tested in ELA and Math scored very high. However, two subgroups are noted that English language learners and socioeconomically disadvantaged students both scored low on ELA and socioeconomically disadvantaged scored low on Math. These students receive push in and pull out services from our EL and reading specialists and we are reviewing our intervention strategies to improve their performance.

3-8 have differentiation in multiple subjects. Training was provided to all teachers on clustering and curriculum impacting and these strategies were used to implement clusters in the lower grades.

Implemented a testing out model for grades 3-5 and had a cluster of 8-10 students per grade level receive advanced placement for math. The SST process has been expanded to include both students needing support and those needing advancement. This process expanded from 0 to three students this year.

Feedback regarding the cluster model for math instruction was gathered via the parent, staff and student survey. Results show

| | | continued support for teachers and better communication with parents is needed as we move forward. |
|---|---|---|
| **Expenditures** | **BUDGETED**<br>Instructional Materials RWW $12,000<br>Resource: Lottery 1100; Object: 4310 | **ESTIMATED ACTUAL**<br>Instructional Materials & Classroom Supplies<br>Resource: Lottery 1100,6300, Object 4310,4400  $ 28,305.45<br>Resource:  PTA Grant 9011, Object 4310  $4379.15<br>Resource:  Base LCFF, Object 4310 $7417.28 |

**Action**     **2**

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>All WESD students received differentiated instruction in reading and math through Readers and Writers Workshop. All 3$^{rd}$, 4$^{th}$, and 5$^{th}$ grade students are given the opportunity to "test out" of each math unit and to have challenge work. MS math has ability groupings for math that are flexibly assigned each year. Our goal is to conform current structures in grades 3-8.<br><br>Program descriptions for math differentiation will be established.<br><br>Students and families will know what to expect in terms of differentiated instruction in math. | **ACTUAL**<br><br>Each grade level developed documentation on common differentiation practices and this was published on the SSC website for parents to review and provide feedback.<br><br>Ongoing there is a need to evaluate the progress and update as appropriate.  The feedback noted that there are not many assessment tools coming into third grade and wanted to ensure that clustering was based on an appropriate amount of data.<br><br>Training was able to further develop the depth and complexity conversation and the team purchased icons magnets and posters to help reinforce the concepts in the classroom |
| **Expenditures** | **BUDGETED**<br>No additional cost | **ESTIMATED ACTUAL**<br>Classroom Supplies Resource 0000, Object 4310, $1261 |

**Action**     **3**

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>All WESD teachers receive world class professional development, we provide an in-house BTSA program | **ACTUAL**<br>All teachers are fully qualified and we had two teachers participate in the BTSA program. |

| | and our salary schedule allows us to hire fully qualified teachers for open spots.<br><br>Continued training and support for our continued 100% highly qualified teachers in the use of depth and complexity instructional strategies.<br><br>Students will receive instruction from highly qualified teachers. | Training provided to ensure all teachers are highly qualified include; Zspace training, workshop coaching, math coaching and GATE/Differentiation training. Two training sessions were held on depth and complexity specifically. |
| --- | --- | --- |
| Expenditures | BUDGETED<br>Highly Qualified Teachers: Base LCFF $4,319,493 Resource: 0000; Object: 1100<br><br>Professional Development RWW & SVMI: Base LCFF $35,000<br>Resource: Teacher Effectiveness 6264; Object: 5250<br>Coaching $18,000 Resource: 0000; Object;: 1112 | ESTIMATED ACTUAL<br>Highly qualified teachers Salary (Including Benefits) : Base LCFF, Resource 0000, Object 1100-1119, 3101-3902 $ 5,008,770<br>BTSA Stipend:  Base LCFF, Resource 0000, Object 1112  $6,240<br>Training Stipend Base LCFF, Resource 0000, Object 1109 $19,020<br>Professional Development Base LCFF, Resource 0000, Object 5250 $36,129 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
| --- | --- |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | The goals included the following expected outcomes<br>-cluster model evaluation<br>-creation and communication of current differentiation practice<br>-depth and complexity training, continued access to cluster groupings for math instruction and ability groupings in MS for math<br><br>All the goals set forth were achieved this year with the exception of training in depth and complexity part two. The training had to be moved due to calendar conflicts. The training will take place early in 2017-18. |

| | |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The training and cluster work has supported the use of assessments more regularly to identify students needing challenge. The training in depth and complexity has given teachers tools to use once students are identified as needing challenge as opposed to only resorting to acceleration of content or skill work. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The major expense variance was for the highly qualified teachers which increased by approximately $700K. This is due to negotiated salary increases and the inclusion of benefits in the estimated actuals. The budgeted amount did not include benefits. In addition instructional materials were slightly higher than budgeted by approximately $30K. With the implementation of new materials, we found the need to add supplies including readers to supplement the materials that were not originally budgeted for. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | No changes have been made. |

## Goal 2

English Language Development:

All WESD EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EL services as appropriate. ELs and their families will be supported for full involvement in WESD.

State Priorities:

Implementation of State Standards: See CAASP related goals for student performance

Parent Involvement: See goal setting around parent involvement

Pupil Achievement: See CELDT and CAASP related goals for student performance

Course Access: See program description/full access of all EL students

**State and/or Local Priorities Addressed by this goal:**

STATE ☐ 1  ☒ 2  ☒ 3  ☒ 4  ☐ 5  ☐ 6  ☒ 7  ☐ 8

COE  ☐ 9  ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**                                               **ACTUAL**

Current EL's will move forward one level on CELDT exam per instructional year and we will continue supplemental instruction through a push in/pull out model.

5% increase in reclassification rate from the prior year.

5% increase in EL performance on CAASP from prior year.

Annual outcomes were established by DELAC data analysis, student, staff and parent input.

8 of 22 EL students did not increase a level in CELDT performance.   This was because 4/8 had already received  the advanced level and the remaining students receive additional academic support for learning differences that impact their testing progress.

33% of our students were reclassified.  This was an 18% increase in reclassification rates from prior year.

EL performance in CAASPP did improve in ELA but decreased in Math.

ELA had 5 of 9  students that improved from approaching to meet or exceed standards.  In Math, although 2 students moved from meeting to exceeding standards, 2 students also decreased from meeting standards to approaching standards.   These students have been identified for individualized instruction to help them maintain their progress from year to year.

Students below standard are being supported through a pull out model and receive individualized instruction.

Annual outcomes were not established but will be in the following year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action                    **1**

Actions/Services

| PLANNED | ACTUAL |
|---|---|
| Base Program: Our base program includes all the legal mandates related to EL students including a broad course of study available for all students. Our students have individualized programs that include push in or pullout services until they are RFEP'd.<br><br>Parents are to receive progress reports three times per year with trimester report cards. Progress reports will include ways to support students' language development and academic growth at home. | EL students access a broad course of studies that are available to all students .  All identified EL students receive additional individualized weekly EL instruction from our specialists using standards based materials and supplemental materials  During 16-17 11 of our 33 identified students were RFEP'ed and continue to receive progress monitoring.<br><br>Our EL students continue to receive weekly individualized instruction and parents receive progress reports each trimester.  These reports reflect examples of the child's improvement and ways to support students' language development and academic growth at home.<br><br>Student Services Director is working with EL Support team to ensure that each reclassified student has a team of teachers to consult and |

| | | This progress monitoring will occur for both EL and reclassified students.<br><br>EL and reclassified students will be supported in a more structured way to ensure current and future success. | monitor progress. ELD specialist meets quarterly with grade level teams to review EL student progress and to monitor growth and needs of students recently RFEP'ed.<br><br>EL support has been fully structured. |
| Expenditures | | **BUDGETED**<br>ELD Specialist 50%; Supplemental LCFF $43,000<br>Resource: 0000; Object: 1100<br>Reading Specialist Base Program LCFF $85,250<br>Resource: 0000; Object: 1100 | **ESTIMATED ACTUAL**<br>ELD Specialist 60%: Supplemental LCFF, Resource 0000, Object 1100 $66,512<br><br>Reading Specialist 100%: Supplemental LCFF, Resource 0000, Object 1100 $80,570 |

**Action 2**

| Actions/Services | | **PLANNED**<br>Current practice is to use CELDT and grades primarily to assess EL and reclassified student progress.<br><br>Teams will utilize CELDT, MARS, District WA, DRA and grades to monitor individual student progress and continue supplemental instruction through a pull out/push in instructional model. Student improvement and support plans will be tailored to local conditions as measured by local assessments. | **ACTUAL**<br>ELD specialist together with the classroom teachers use standards-based assessments and grades to monitor the progress throughout the year.<br><br>Student Success Team (SST) meeting include parents & specialist to assess student progress and plan for intervention as needed.<br>The staff use Inform software to consolidate the data, identify students in need of Tier II and Tier III intervention.<br>Staff received training and support from Inform on improving the data and reading the reports.<br>DELAC continues to seek parent input and integrate parent priorities. Outreach events and accessible interpreters support family participation in school-wide and individual events. |
| Expenditures | | **BUDGETED**<br>Software Supplemental LCFF $5000<br>Resource: 0000; Object: 4327 | **ESTIMATED ACTUAL**<br>Inform software and consulting LCFF Supplemental, Resource 0000, Object 5811 $6,245 |

**Action 3**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>Current practice is to provide EL and SDAIE training to all staff.<br><br>Strategic training in EL and SDAIE strategies will be provided to all relevant staff as it pertains to CCSS and the to be established EL State assessment tool.<br><br>Students will receive support in their efforts to meet CCSS performance requirements. | **ACTUAL**<br>Training is provided in house during the October staff meetings. The training reviews testing results and strategies to address Tier 1 interventions.<br><br>Through the SST process all relevant staff are gathered to review identified students needing additional support. The team determines if the current support is working or additional assessment and support is needed through our specialists.<br>ELD Specialist consults quarterly with grade level teams.<br>The intervention team purchased instructional materials to provide a more standardized intervention curriculum for the students. |
| Expenditures | **BUDGETED**<br>Professional Development $5410<br>Resource: 4025; Object: 5250 | **ESTIMATED ACTUAL**<br>Instructional Materials:  Title III,  Resource 4203, Object 4310<br>$1992.26 |

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Individual instruction, teacher consultation, progress monitoring and parent involvement were all implemented as intended in order to appropriately support all EL's. Formal professional development for specialists was implemented as intended.  Formal PD for classroom teachers will occur during the 17-18 school year. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The effectiveness of the EL services and action plans surpassed the reclassification goal by 13%. Progress reports on individual EL goals, or individualized learning plans (ILP's) were sent to families 3 times per year, successfully supplementing report cards and improving home-school communication. |

| | |
|---|---|
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Professional Development activities were lower than budgeted and will be used to fund PD in 17-18. The reading specialist and EL specialist were staffed as budgeted. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Inform was not largely used by classroom teachers for progress monitoring. EL specialists and administrators use inform to monitor progress. Teachers use standards-based progress monitoring to evaluate their students and address progress as needed. Inform is being phased out in June 2017 by the vendor and we are seeking an alternative evaluation system to replace. Based on feedback from parent engagement, the EL goal will fully aligned with the overall student performance goals for 17-18. |

## Goal 3

Middle School Instructional Program and Schedule:

The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, CCSS aligned instruction in mathematics, flexible ability grouping and a meaningful elective program.

State Priorities:

Basic: WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis and our facilities received a score of 98.03 on the FIT scale.

Implementation of State Standards: All students are receiving CCSS aligned instruction in ELA and Math

Pupil Achievement: As measured by our CAASP data which is well above the State average in every area tested

School Climate: WESD has designated a great deal of time and resources to address climate issues especially in the middle grades. Our work to create a modified schedule was done in part to address student stress load.

Course Access: All ability groups are flexible and all students have full access to the entire MS program.

| | |
|---|---|
| State and/or Local Priorities Addressed by this goal: | STATE ☒1 ☒2 ☐3 ☒4 ☐5 ☒6 ☒7 ☐8 <br><br> COE ☐9 ☐10 <br><br> LOCAL _____ |

[ANNUAL MEASURABLE OUTCOMES](#)

**EXPECTED**

**ACTUAL**

| EXPECTED | ACTUAL |
|---|---|
| Establish concrete objectives for MS instructional outcomes to ensure a consistent academic experience for all students in terms of teacher collaboration time, exit projects and student support processes via Inform data. | Instructional objectives that address collaboration time, and exit projects were established this year with every pair of same subject teachers having |

Outcomes will be measured by the creation of an evaluation and the next steps associated with the data collected.

Annual outcomes established through staff feedback.

Maintain current expulsion (0), suspension (0), chronic absentee (0) absence rate (96%), and middle school dropout rate of (0%).

WESD continues to have 100% of their teachers highly qualified, our instructional materials are all CCSS aligned, we report complete Williams compliance on a quarterly basis, and our facilities receive a score of 96.45 on the FIT scale.

Implementation of State Standards: All students are receiving CCSS aligned instruction in ELA and Math.

some common prep time and exit project outcomes agreed upon in 7th and 8th grade.

Instructional outcomes were started for writing in K-5. MS subject area outcomes will be worked on in the 2017-18 year.

Maintain current expulsion (0), suspension (0), chronic absentee (0) attendance rate (96%), and middle school dropout rate of (0%). The Dashboard shows a significant increase in suspensions in the 14-15 school year and specifically in two subgroups socioeconomically disadvantaged and students with disabilities with very high status. Since that year, the District has improved through expansion of SST and counseling services to work with students and potentially avoid crisis behavior.

WESD continues to have 100% of their teachers highly qualified, our instructional materials are CCSS aligned, we report complete Williams compliance on a quarterly basis, and our facilities receive a score of 98.03 on the FIT scale.

Implementation of State Standards: All students are receiving CCSS aligned instruction in ELA and Math and elementary school science. The District is piloting MS science materials and expects to select materials in 17-18.

Instructional objectives were established in TK-5 writing only.

Evaluation occurred through the staff, student and parent survey.

Annual outcomes are established via survey and end of year board/staff review May 31st.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

| Actions/Services | PLANNED | ACTUAL |
|---|---|---|
| | Base Program: All MS students have access to an 8th period program that contains: 2 periods of ELA, Social Studies, Math, Science, PE, Music, Art, World Language and an Elective. Facilities provided: 1 FTE of maintenance staff and 2 FTE custodial staff to maintain the facilities in good condition. | Base Program: All MS students have access to an 8th period program that contains: 2 periods of ELA, Social Studies, Math, Science, PE, Music, Art, World Language and an Elective.<br><br>Facilities provided: 1 FTE of maintenance staff and 2 FTE custodial staff to maintain the facilities in good condition. Results of FIT score is 98.3% |

Common preparation time for MS teachers will be explored to allow for greater collaboration and integration.

An engaging MS program designed for the developmental readiness of adolescents results in a 0% suspension and expulsion rate that we intend to continue to foster.

During the 2106-17 school year, the Middle school schedule was developed to allow for maximum common prep time. Currently, all teachers within an academic department have at least one common prep period each day. In addition, nearly over 60% of Middle School teachers have four additional common prep periods each week during the elective period. Teaching teams were established in all content areas for increased collaboration and innovation.

An engaging MS program designed for the developmental readiness of adolescents results in a 0% suspension and expulsion rate that we intend to continue to foster. In 14-15 school experienced a significant increase in suspensions and we expanded our SST process to address issues early and with a comprehensive plan. Based on that implementation the suspensions decreased in 15-16 and are at 0% for 16-17.

**Expenditures**

BUDGETED
Base LCFF 50% FTE: For electives $50,000
Resource: 0000; Object 1100
Base LCFF: 3 FTE Facilities and Maintenance $235,000
Resource: 0000; Object: 2240

ESTIMATED ACTUAL
Added two middle school teachers for ELA, Social Studies and Science: Base LCFF: Resource 0000, Object 1100 $211,691. The remaining highly qualified teachers were included in Goal 1.

Maintained 3 FTE Maintenance and Operations Staff: Base LCFF, Resource 0000, Object 2240, $223,681

**Action 2**

**Actions/Services**

PLANNED
Currently only 8th grade has an integrated exit project.

Collective outcomes established for exit projects in all three grade levels.

Students will experience an integrated exit project in all three Middle School years.

ACTUAL
8th grade teachers have collaborated across departments to collectively integrate the exit project into their curriculum and to use the design thinking protocols to support the project. 7th grade teachers have collaborated across departments to develop a year-long design project, similar to the 8th grade exit project, focused on the environment that all 7th grade students will complete during the 2016-2017 school year. A similar year-long design project will be implemented for the 6th grade students during the 2017-2018 school year.

The design committee developed grade level goals TK-8 and expectations along with a calendar to meet these goals. In addition,

| | | the team developed an assessment rubric to evaluate student progress in design thinking. |
|---|---|---|
| Expenditures | BUDGETED<br>20% Design Teacher, Supplemental LCFF $19,000<br>Resource: 0000; Object: 1100 | ESTIMATED ACTUAL<br> 20% of Design Teacher :  Supplemental LCFF, Resource 0000, Object 1100 $19,000 |

Action **3**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Currently, Inform is used to make general assessment decisions regarding subgroup performance and program.<br><br>Inform will be used to measure student progress and establish a working plan for each student performing below grade level in ELA and/or Math.<br><br>Student progress will be monitored more closely with individual reports on standardized assessments. | ELD specialist together with the classroom teachers use standard assessments and grades to monitor the progress throughout the year.<br><br>The staff use Inform software to consolidate the data, identify students in need of Tier II and Tier III intervention.<br>Staff received training and support from inform on improving the data and reading the reports.<br><br>Student data is analyzed throughout the school year to help identify students who are not only at risk but also to help all students.  Through a Student Study Team meeting, administrators and teachers work together with the parents throughout the process with an end goal of implementing support to help all students succeed. |
| Expenditures | BUDGETED<br>Inform Software Base LCFF $10,000<br>Resource: 0000; Object: 4327 | ESTIMATED ACTUAL<br>Inform software and consulting LCFF Supplemental, Resource 0000, Object 5811 $6,245 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | During the 2016-2017 school year, the Middle School schedule was developed to allow for maximum common prep time among teachers, 7th and 8th grade teachers collaborated across departments to develop year-long design thinking projects, collaboration between the ELD specialist and the core teachers helped to monitor student progress, and results from a school survey given to students, parents, and staff will help to identify additional areas of emphasis for the future. Subject area instructional objectives were not worked on in MS. The sixth grade exit/design project has not been established. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The Middle School schedule that was developed for the 2016-2017 school year allowed all Middle School academic departments to have at least one common prep period each day. In addition, over 60% of Middle School teachers have four additional common prep periods each week. In addition, the year-long 8th grade design thinking project was introduced to the entire 7th grade as well, thus providing more opportunities for collaboration across grade levels. Results from a school survey will help to provide more data that will improve both the current and possible future goals. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The actual expenditures are on par with the budgeted expenditures with the exception of the additional teachers. We added a middle school teacher which increased the cost by approximately $150,000 including benefits. This was due to the need to have multiple sections for each subject to accommodate all MS students to be able to access a broad course of study. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Developing common prep time among specific academic disciplines at the Middle School level has allowed all Middle School teachers to collaborate both within and outside of departments, thus providing a better academic experience for all students (e.g., 7th and 8th grade year-long design thinking projects, grade-level aligned CCSS instruction, etc.). In addition, the emphasis on year-long, collaborative design thinking projects, especially the introduction to the 7th grade this year, has allowed for the successful implementation of the design thinking program into the Middle School. During the 2017-2018 school year, all 6th grade students will participate in the same year-long, collaborative design thinking project. Finally, through data analysis, the Student Study team will continue to identify students in need in the hope of implementing support to all students. |

| | |
|---|---|
| **Goal 4** | Design Thinking: <br> All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences. <br> State Priorities: <br> Parent Involvement: Through SSC and Board oversight the design program is monitored closely |

School Climate: The design program is closely partnered with our Social and Emotional Literacy program and all design activities start with an empathy component. Many design activities center around giving to others. Community service is a huge component of our program including a 30 hour graduation requirement.

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 |
| | COE ☐ 9 ☐ 10 |
| | LOCAL _____ |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
| --- | --- |
| All students will have at least four design thinking integrated instructional experiences as well as the creation of a design lab utilization plan in order to fully use design thinking strategies to enhance learning.<br><br>Outcomes will be measured by the creation of the lab schedule to show lesson and space access.<br><br>Annual outcomes were established by SSC/LCAP advisory and Design Committee input. | All students TK-5 had three design activities, one per trimester.<br><br>8th grade teachers have collaborated across departments to collectively integrate the exit project into their curriculum and to use the design thinking protocols to support the project.<br><br>The design committee developed grade level goals TK-8 and expectations along with a calendar to meet these goals. In addition, the team developed an assessment rubric to evaluate student progress in design thinking. Seventh grade piloted a life science integrated design project and sixth grade was invited to participate in two open-ended design challenges, one for chrome book storage and one for Minecraft.<br><br>Annual outcomes have not been established but will be in the next year.<br><br>Expected outcomes were that cross curricular/design projects would improve the middle school climate and provide meaningful connections to t he school community and greater world. Over 90% of students and parents rated school safety (social, emotional, and physical) as extremely or moderately safe. |

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| Base Program: All students have at least three projects in the lab over the course of the year. All students have access to open time in the lab and all classes have access to skill building lessons in the lab. All teachers will have continued access to at least three design training sessions.<br><br>All teachers will receive training in design thinking at least three sessions provided through the Design Committee.<br><br>All students will experience integrated design lessons as appropriate by grade span. | All TK-5 grade students had three design activities, one per trimester.<br><br>8th grade teachers have collaborated across departments to collectively integrate the exit project into their curriculum and to use the design thinking protocols to support the project. Most 8th grade students incorporated community service into their exit projects.<br><br>The design committee developed grade level goals TK-8 and expectations along with a calendar to meet these goals. In addition, the team developed an assessment rubric to evaluate student progress in design thinking.<br><br>The design committee provided training to all staff on design best practices, design protocol and to integrate said protocol into class content. |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 80% Design Lab Teacher, Supplemental LCFF $76,000<br>Resource:0000; Object: 1100<br>Design Committee: $5000 Base LCFF<br>Resource: 0000; Object: 1112 | 80% of Design Teacher : Supplemental LCFF, Resource 0000, Object 1100 $76,000<br><br>Design Committee : Base LCFF, Resource 0000, Object 1109 $7000 |

## Action 2

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| The lab opened in the fall of 2015-16 school year. No evaluation of the use of space has occurred yet.<br><br>Evaluation of how lab time is used and the success of integration of academic and design thinking protocols. | Staff survey questions provided feedback regarding space use, calendar and success of program goals.<br><br>Developed a design calendar to show use and meeting of the goals. |

| | | Students will benefit from equal access to the design program and space. | |
|---|---|---|---|

| Expenditures | | **BUDGETED**<br>Design Committee Base LCFF $5000<br>Resource: 0000; Object: 1112 | **ESTIMATED ACTUAL**<br>Design Committee :  Base LCFF, Resource 0000, Object 1109 $7000 |
|---|---|---|---|

**Action**    **3**

| Actions/Services | | **PLANNED**<br>No evaluation currently exists.<br><br>Evaluation of the integration of design thinking and SEL.<br><br>Students benefit from a fully integrated SEL/Design program. | **ACTUAL**<br>Committee developed rubric of assessment on design thinking.  Classroom teachers worked with the design lead to assess student progress using the rubric. Students were additionally assessed toward content standards.<br><br>Based on the parent, staff and student survey feedback, we are working toward a different team teaching model for the design lab.  Parents also provided feedback and volunteered to be guest designers throughout the next school year. |
|---|---|---|---|
| Expenditures | | **BUDGETED**<br>Design Committee Base LCFF $5000<br>Resource: 0000; Object: 1112 | **ESTIMATED ACTUAL**<br>Design Committee :  Base LCFF, Resource 0000, Object 1109 $7000 |

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | All the action items were achieved this school year. All students had consistent access to design projects and the lab. The design committee was able to establish an assessment rubric for design skills and experiences. All stakeholder surveys provided valuable feedback to help set direction for the next school year's implementation of the program including staffing, use of the lab, integration versus design based activity balance and use of guest designers. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The establishment of instructional objectives, and assessment rubrics are helping to clarify the goals of the program and the value-add. The survey results will help us move forward with a different staffing structure for the program next year. The feedback will help us design systems for design lab use, support for curriculum development and management of materials and equipment for said projects. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No material changes occurred.  However based on feedback the design lab needs additional instructional and classroom materials that will be incorporated in the 17-18 budget. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | The goals have been streamlined to be focused on three things; professional development, community outreach and stakeholder input.<br>You will see that the goal it set up for three action areas as listed above in the planned action and services section. |

| Goal 5 | **CCSS:**<br>All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas.<br>State Priorities:<br>Implementation of State Standards: All students at WESD have full access to CSS aligned instruction and materials in ELA and math<br>Parent Involvement: Parents have input through the SSC, PTA, and Board regarding material adoption as well as updates on student assessment<br>Pupil Achievement: We monitor student progress using multiple assessment tools including CAASP, MARS, DRA, a local writing assessment and CELDT. WESD student performance is well above the State average in every academic area. Students operating below grade level are being closely monitored.<br>Course Access: All students have complete access to all courses offered including our EL students and Special Education students. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE  ☒ 1  ☒ 2  ☒ 3  ☒ 4  ☐ 5  ☐ 6  ☒ 7  ☐ 8

COE  ☐ 9  ☐ 10

LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Student performance in ELA and Math will improve with the second year of CAASP implementation. Outcomes measured by CAASP data.

No specific action/service for foster youth that do not currently exist at WESD. Wrap around services are in place for any student of need should our student population change to include foster and homeless youth.

Annual outcomes were established by SSC/LCAP Advisory, DELAC staff and Board feedback.

ELA and Math student performance did increase for the first two years of implementation of CAASPP-

2014-15
In ELA:
149 Exceeded (56%)
84 Met (31%)

In Math:
151 Exceeded (57%)
70 Met (26%)

2015-16
In ELA:
154 Exceeded (59%)
70 Met (27%)

In Math:
160 Exceeded (61%)
58 Met (22%)

EL and low income students as identified by the dashboard require additional support. Goals have been set on a student by student basis formed around CELDT, classroom and CAASP data. Student support plans and performance plans for all students including EL and Special Education students are now in place for each student. All involved teachers provide progress monitoring each trimester to review progress and improve communication with parents.

Annual outcomes have been established by SSC/LCAP Advisory, DELAC and Board. Those outcomes are reflected in strategic plan phase II which was approved in June of 2017 and in the LCAP goals for EL's and low income students.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action** **1**

| Actions/Services | PLANNED | ACTUAL |
|---|---|---|
| | Base Program: Our base program includes the following TK-5 daily Readers and Writers Workshop with the CCS aligned units of study. Daily math instruction using Envision and numerous supplemental programs. Science and Social Studies Art, Music, PE, SEL, Design and World Languages starting in 5th grade. Our base program in Middle School includes an 8 period program of 2 ELA, Math, Science, Social Studies, PE/Music, Art (weekly), Advisory/SEL (weekly) and elective.<br><br>A baseline for improvement goals will be established with the 2016 scores.<br><br>WESD attendance rate for the 2016-17 school year is 96% (with no chronic absenteeism) and we provide an engaging program to ensure at least this attendance rate or better annually.<br><br>Student performance goals established. | While overall performance of all students who took CAASP in math and ELA showed a modest increase, we are interested in seeing more significant increases in performance from year to year and specifically in the performance of EL and low-income students.<br><br>2014-15<br>In ELA:<br>149 Exceeded (56%)<br>84 Met (31%)<br><br>In Math:<br>151 Exceeded (57%)<br>70 Met (26%)<br><br>2015-16<br>In ELA:<br>154 Exceeded (59%)<br>70 Met (27%)<br><br>In Math:<br>160 Exceeded (61%)<br>58 Met (22%) |
| Expenditures | BUDGETED<br>Instructional Materials Base LCFF $24,000<br>Resource: 1100; Object: 4310 | ESTIMATED ACTUAL<br>Instructional Materials $28,000 Base LCFF: Resource 1100, Object 4310 |

**Action** **2**

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| No baseline for EL student performance on State standardized tests exist.<br><br>A baseline for improvement goals will be established for EL students with the 2016 scores.<br><br>EL students' performance goals established. | EL and low-income students were studied using the dashboard. Their academic performance in ELA and Math was reported on at the May 16th board meeting. Goal setting for EL progress is in progress. Formal data is difficult to use with so few students identified with standardized testing information. Low income students are being studied using the Tinsely category as a starting point. Goals have been set on a student by student basis formed around CELDT, classroom and CAASP data. Student support plans and performance plans are now in place for each student who is EL, low income or performing below grade level in ELA or math. |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| Assessment software Base LCFF $10,000<br>Resource: 0000; Object: 4327 | Continue to use assessment software $6245 Assessment software Base LCFF $10,000<br>Resource: 0000; Object: 4327 |

**Action** **3**

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| No baseline for performance on State standardized tests exist for low income students.<br><br>A baseline for improvement goals will be established for our low income students with the 2016 scores.<br><br>Low income students' performance goals established. | Annual outcomes have been established by SSC/LCAP Advisory, DELAC and Board. Those outcomes are reflected in strategic plan phase II which was approved in June of 2017 and in the LCAP goals for EL's and low income students. Every student who was assessed via CAASP, local assessments in reading and writing were identified. These students were studied through the lens of our support structure to ensure each one was receiving additional support via EL, Special Ed or resource support.<br><br>The formative goal of establishing instructional objectives were put into play prior to performance goals. Performance goals will be a priority for next year. |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| Assessment Software Base LCFF $10,000<br>Resource: 0000; Object: 4327 | Continue to use assessment software $6245 Assessment software Base LCFF $10,000<br>Resource: 0000; Object: 4327 |

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall improvement in student performance in ELA and Math… <br><br> The studying and focus on EL and low income students in their support structures was pushed along by the board studying their performance in ELA and Math through a dashboard presentation May 16th. <br><br> Focus on student performance, specifically EL and low-income can be found in our newly approved strategic plan phase II and the LCAP. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Student support plans work well as a tool for monitoring progress toward grade level mastery in ELA and Math as well as overall success in all subject areas. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Instructional Materials were fully expended for curriculum and classroom materials.  Although slight differences occur when materials are ordered we have aligned materials for ELA, Math and Social Studies. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | One change that was made to actions is to more specifically identify EL and low-income performance in our CCSS goal. We do not currently have any foster or homeless students. The work associated with this goal and this action specifically will be broad enough in scope and nature to cover potential needs of foster or homeless youth should the need arise. |

# Stakeholder Engagement

**INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Input gathered during meetings with parents, teachers, DELAC, School Site Council/LCAP advisory, and the Board of Trustees as well as a student, staff and parent survey.  The LCAP advisory council is subsumed by the SSC. The DELAC is a separate group of stakeholders that includes a Board member, administration, teachers and EL parents. The DELAC is specifically consulted in the development of the LCAP.

The LCAP Advisory Committee includes staff and parents and a Board Trustee. SSC/LCAP has its primary purpose of reviewing and evaluating school programs for progress in meeting the overall goal of raising student achievement for all students.  The board of trustees appointed the SSC to become the LCAP advisory as we are a one school district and it appeared to be the most appropriate way to link our local goals with the LCAP process. Specifically the committee reviewed the LCAP goals on October 3, 2016 and aligned the SPSA Goals with the LCAP goals.   In October they reviewed the Middle School goal and the Design goal.  At the November 7th and December 5th meetings they reviewed the goals and discussed progress and recommendations for the current year including actions steps and evidence.  Their report was reviewed by the Board of Trustees at the January 19, 2017 Board meeting.   The SSC/LCAP advisory reviewed the 17-18 LCAP on May 15 and will review the final version of the 17-18 LCAP at their June 5 meeting.

DELAC committee includes staff, parents and a Board Trustee.   Staff representatives include most members of our intervention team:  Student Services Director, Speech Pathologist, K-5 Resource Teacher, and School Psychologist.  The Student Services Director leads all English Learner programs as well.  Parent representatives include parents with a vested interest in special education, 504 accommodations, EL and Gate programs.  DELAC meets quarterly.

Spanish speaking parents were provided the annual survey which included LCAP annual assessments in Spanish. The PTA meeting in which the LCAP goals were reviewed included an interpreter.

The qualitative data included verbal input during the SSC, Board, PTA and staff meeting. Quantitative data included the survey data regarding LCAP goals and progress of students, parents and staff. Review of data took place at the Board, SSC/LCAP advisory and staff meetings in late spring. The LCAP in all its forms has been made available via the website which reflected the changes made to the plan based on stakeholder feedback.

Teachers reviewed the current year goals at special trainings throughout the year.  Trainings for Assessment, Differentiation, Design, SEL and ELA were completed in September, November, January, and February.  Teachers responded to LCAP goal questions in the staff survey conducted in April 2017. They also worked in grade level teams to discuss the five goal areas on May 3rd. WTA (Woodside Teacher's Association) leadership meets with the superintendent twice a month and reviewed progress toward 16-17 goals numerous times over the school year.

Joint Committee on Priorities (JCOP).  This committee is charged with sharing information across departments and discussing how to communicate that information out to parents and community members.  The group includes staff, parents, PTA, Foundation and a Board Trustee.  Information that is highlighted is then included in press releases and the weekly parent bulletins.

Student input included a student council discussion of what questions to include in the student survey and the implementation of said survey in April of 2017.

Board of Trustees reviews the District goals on a bi-monthly basis and received in depth updates as follows:
October 11-Student Assessment CAASP
November 9-Design Program Review
December 6-Readers/Writers Update
January 11-Strategic Planning Retreat-Discuss goals and budget implications
January 19-Review School Site Council Student Plan for Student Achievement
March 1- PTA review of LCAP goals with interpreter
March 7-Academic Program Review
April 4-Sel( Student Climate and Culture)  and Student Performance Review
April 17-28 Student, Staff and Parent Survey with LCAP, Student and Staff Wellness review
May 3 Staff review of LCAP goals
May 15 SSC /LCAP Advisory Review of Draft LCAP and survey results
May 16-LCAP and Design Program Evaluation- Public Hearing
May 19-24 Superintendent made changes in writing in response to comments, SSC/LCAP Advisory and Board of Trustees feedback on draft
June 6-LCAP approval

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

All constituent groups were alerted to the annual process for LCAP and given the opportunity to participate in the review and discussion.  Invitations were shared via PTA, SSC/LCAP advisory, Board, staff and WTA meetings.  Constituents reviewed data gathered regarding each goal area and the following actions were identified in each goal area based on this feedback.

Specific feedback for the 17-18 year was completed in April and May with the Superintendent providing written feedback for adjustments to multiple goals moving forward.  The following outlines the feedback from the 16-17 goals and how those were enacted over the year.

GOAL 1:  DIFFERENTIATION
Teachers and SSC committee members had presentations regarding differentiation from Nancy Coleman in November. The feedback after the training highlighted that although differentiation is present it has been primarily math focused.  They reviewed the pre-assessment model and found it very helpful for flexible grouping.  Wanted greater clarity and evaluation of how grouping has happening and especially in 3rd grade because the assessment is mostly from

teacher input rather than standard assessments. Recommended differentiation program review including feedback from students and teachers. There is scheduled meetings in March to seek parent input on differentiation.

Staff and student feedback revealed the need for more broad access to the SST process for differentiated instruction opportunities.

GOAL 2: EL ACHIEVEMENT

SSC recommended that the EL goals were closely aligned with the differentiation goals and should be combined and then have sub actions for the different sub groups. However the lack of dashboard data and the interest of staff, students and parents via the surveys leads us to believe that this goal needs to remain independent.

Staff feedback revealed the need for coordinated efforts at service delivery scheduling, attack on academic vocabulary and progress monitoring for dually identified ELs.

GOAL 3: MIDDLE SCHOOL EXPERIENCE (CULTURE AND CLIMATE)

SSC recommended a middle school student survey to assess performance on the LCAP goals and specifically assess climate and community building. Their goal is to ensure that all students are prepared for a rigorous high school experience. Student council provided content for the student survey that was implemented in April 2017.

Significant discussion across all stakeholders around communications systems. This highlighted the need for a better web page design program to improve communication from teachers and staff to parents and the greater community. The new website was unveiled in April of 2017.

Survey feedback revealed the need for further work in MS design implementation, specifically 6th grade. It also revealed the need for clear coordination among MS teachers in setting homework and assessments.

GOAL 4: DESIGN THINKING

SSC discussed collaboration between elementary and middle school teachers and the design process and the need for student feedback. The teachers worked closely to provide a clear assessment rubric for each grade and this was shared with the Board on November 9. The group also highlighted that the parent community does not have a clear understanding of the design program.

Staff review and survey feedback revealed the need for clear appointment of staff with identified roles for the management of the lab space, materials and technology tools.

GOAL 5: FULL ACCESS TO CCSS ALIGNED MATERIALS IN ELA AND MATH

Discussed that this goal has been completed for ELA, Math and Science and will pilot materials in social studies for possible implementation in 17-18.

Feedback revealed the need for further work in our development of instructional objectives in reading, writing and math. These objectives will give grade level and content teams the chance to secure program components based on best practices and to communicate those agreements to new staff and parents annually.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

| ☐ New | ☒ Modified | ☐ Unchanged |
|-------|------------|-------------|

| **Goal 1** | WESD students will have increased access to successfully differentiated instruction in the key subject areas of Math and ELA that will improve their academic performance. |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**State and/or Local Priorities Addressed by this goal:**

STATE  X1  ☒ 2  ☒ 3  ☒ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8

COE  ☐ 9  ☐ 10

LOCAL  __Strategic Plan Goal 1,5_____

**Identified Need**

Students need exposure to instruction that provides greater depth and complexity when accessing CCSS as well as regular opportunities to receive directed instruction in key academic areas. Students need differentiated learning experiences and those who require support and those who require challenge need to be supported in their specific learning goals.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
| Implementation of differentiation | 80% of assignments, grades 2-8 | 85% of assignments | 90% of assignments | 95% of assignments |
| Implementation of depth and complexity | Baseline to be established during the 2017-18 school year | All students will use icons for at least 3 instructional activities | Targets will be set once baseline is determined | Targets will be set once baseline is determined |

| | | | | |
|---|---|---|---|---|
| ELA achievement: Students scoring in the top two bands of CAASPP-ELA | 86% of all students 42% of students with disabilities 38% of economically disadvantaged | 88% of all students 44% of students with disabilities 40% of economically disadvantaged | 90% of all students 46% of students with disabilities 42% of economically disadvantaged | 92% of all students 48% of students with disabilities 44% of economically disadvantaged |
| Math achievement: Students scoring in the top two bands of CAASPP-Math | 83% of all students 42% of students with disabilities 27% of economically disadvantaged | 85% of all students 44% of students with disabilities 29% of economically disadvantaged | 87% of all students 46% of students with disabilities 31% of economically disadvantaged | 89% of all students 48% of students with disabilities 33% of economically disadvantaged |
| Attendance rate | Currently 96% | Greater or equal to 96% | Greater of equal to 96% | Greater or equal to 96% |
| Chronic absenteeism | Currently 6.4% | Less or equal to 6.4% | Less or equal to 6% | Less or equal to 5.6% |
| Suspension rate | Currently 0 | Less or equal to 1% | Less or equal to 1% | Less or equal to 1% |
| Expulsion rate | Currently 0 | Less or equal to 1% | Less or equal to 1% | Less or equal to 1% |

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action        **1**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☒ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☐ English Learners        ☐ Foster Youth        ☐ Low Income |
| Scope of Services | ☐ LEA-wide        ☐ Schoolwide        **OR**        ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES: Professional Development in Differentiated Instructional Strategies

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |
| Professional Development<br><br>1. Provide professional development for teachers in:<br>a. Depth and complexity basics<br>b. Designing challenge and extension<br>c. MARS tasks as pre and post assessment tools for deeper content knowledge<br><br>2. Provide for teachers to attend Teachers College:<br>Readers and Writers Institutes<br><br>3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study | d. Depth and complexity and the integration of icons.<br><br>5. Review use of coaching time for differentiation/GATE<br><br>6. Explore best practices and available resources for dually identified English learner/GATE students | 7. Explore early math intervention in primary grades |

4. Review use of cluster grouping and the use of extension activities in mathematics as a compliment to depth and complexity application to current content

5. Provide coaching to classroom teachers in support of implementation of differentiation/GATE

7. Exploration of dual identified EL, GATE resources, best practice

8. Review use of Differentiation/GATE coach time

9. Review materials library and time for training and collaboration

10. Explore current practice in differentiation in Social Studies and Science

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. $10,000<br>2. $18,000<br>3. $9,000<br>4. None | Amount | 5. $9000<br>6. None | Amount | 7. $9000 |
| Source | 1. PD & Stipend, Base LCFF<br>2. PD & Stipend, Base LCFF<br>3. Coaching, Base LCFF,<br>4. None | Source | 5. Coaching, Base LCFF, | Source | 7. Coaching, Base LCFF |
| Budget Reference | Stipend: Resource 0000; Object 1104 , 3XXX<br>3. Coaching: Resource 0000; Object 1112 , 3XXX<br>PD: Resource 0000; Object 5250, | Budget Reference | 5. Resource 0000; Object 1112, 3XXX, | Budget Reference | 7. Resource 0000, Object 1112, 3XXX |
| | | | | | |

Action     **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | ☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____ | |
| Location(s) | ☒ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ | |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | ☐ English Learners    ☐ Foster Youth    ☐ Low Income | |
| Scope of Services | ☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) | |
| Location(s) | ☐ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ | |

ACTIONS/SERVICES: Identification and Access

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐New  ☒Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| Identification and Access<br><br>1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students<br><br>2. All students receive instruction that provides for appropriate challenge<br><br>3. 3rd, 4th, 5th grade students will have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment<br><br>4. Explore differentiation via pre unit assessment and cluster grouping for math with K, 1st, 2nd grade students<br><br>5. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study | 1. Students will provide feedback of access to cluster and ability grouping<br><br>3. Assessment in mathematics by unit for differentiation purposed will be evaluated<br><br>4. K, 1st 2nd grade students will receive opportunities to show mastery and be given challenge options in math<br><br>6. Review differentiation in social studies and science<br><br>7. Evaluate the SST process and access for all students | 1. Conduct evaluation of open-ended and interest driven opportunities in all subject areas<br><br>3. Review ability and cluster grouping for 3rd4th and 5th grade students<br><br>4. Review best practice in identification of primary grades students for differentiated math on both ends of the mastery spectrum<br><br>9. Explore compacting in K, 1st, 2nd grade math through the use of pre and post unit assessments |

6. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving

7. A SST process will be used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support

8. 3rd through 8th grade students will explore their individual identified interests through an interest survey

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | 1-4 None<br>5.  $20,000<br>6-8 None | Amount | 3.  $1000 | Amount | No additional costs |
| Source | 1-4 None<br>5.  Instructional materials, Lottery<br>6-8.  None | Source | 3. Lottery, Assessments, Classroom Materials | Source | |
| Budget Reference | 5.  Resource 1100, Object 4310 | Budget Reference | 3.  Resource 1100, object 4310 | Budget Reference | |

| Action | **3** |
|---|---|

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

<div align="center"><b>OR</b></div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☐ English Learners   ☐ Foster Youth   ☐ Low Income |

| | Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
|---|---|---|
| | Location(s) | ☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade |

ACTIONS/SERVICES: Program Development via Stakeholder Feedback

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| Program Development /Stakeholder Feedback<br><br>1. A TK-8th grade student interest survey will be given to help guide instructional experiences based on interest<br><br>2. Students will be given opportunity to provide input on program processes and structures via student council<br><br>3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development and student access to the SST process and high ability clusters and grouping<br><br>4. SSC/LCAP Advisory will gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction<br><br>5. Survey results will be used to make adjustments to goals | 1. Research and development on interest driven, innovation/design activities<br><br>6. Thorough review of compacting and depth and complexity to include all constituents | 7. Survey driven adjustments to annual goals |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1-5. $0 no additional costs | Amount | 1-6 $0 No additional costs | Amount | 7. $0 No additional costs |
| Source | | Source | | Source | |

Budget
Reference

Budget
Reference

Budget
Reference

| ☐ New | ☒ Modified | ☐ Unchanged |
| --- | --- | --- |

## Goal 2

English Language Development:
All WESD English learner (EL) students will receive supports as outlined in their ILPs

**State and/or Local Priorities Addressed by this goal:**

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ___Strategic Goal 2_____

**Identified Need**

Of the 32 students to take the CELDT during the 2016-17 school year 5 did not meet the EL reclassification criteria after five years of EL service in the district. Local priorities identify that students need timely CELDT assessment data to inform class placement and support services as well as to determine reclassification procedures. Based on students, staff and parent survey data EL students need a more systematized structure for support and progress monitoring. Therefore there is a need for increased focus and services to transition our students from EL status to reclassified. Families of English learner students need to be supported for full involvement in WESD.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| ELA achievement: Students scoring in the top two bands of CAASPP-ELA | 86% of all students 38% of English learners 67% of RFEP students  22 Students are classified as current EL's based on CELDT scores  11 students were R'FED in 2016-17 | 88% of all students 40% of English learners 69% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA | 90% of all students 42% of English learners 71% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA | 92% of all students 44% of English learners 73% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA |

| | | | | |
|---|---|---|---|---|
| Math achievement: students scoring in the top two bands of CASSPP-Math | 83% of all students<br>15% of English learners<br>67% of RFEP students | 85% of all students<br>17% of English learners<br>69% of RFEP students | 87% of all students<br>19% of English learners<br>71% of RFEP students | 89% of all students<br>21% of English learners<br>73% of RFEP students |
| English learner progress – CELDT<br>2% of EL's improving performance at least one level annually | 54 % of EL's made one level growth | 56% of EL's make one level growth | 58% of EL's make one level growth | 60% of EL's make one level growth |
| English learner reclassification rate | 33% of EL's were reclassified as fluent | 35% reclassified as fluent | 37% reclassified as fluent | 39% reclassified as fluent |
| Parent engagement – Outreach efforts –<br>% of parents of new Tinsley students attending orientation and parent education events throughout the year | Baseline will be determined in 2017-18 | Baseline will be determined in 2017-18 | Targets will be determined once baseline is set | Targets will be determined once baseline is set |

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☒ English Learners     ☒ Foster Youth     ☒ Low Income |
| Scope of Services | ☐ LEA-wide     ☐ Schoolwide     **OR**     ☒ Limited to Unduplicated Student Group(s) |
| Location(s) | ☒ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES: Performance

| 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- |
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |
| Performance<br><br>1. EL students will have access to CCSS aligned courses and curriculum<br>2. EL students will be given clear performance goals for meeting/exceeding standards<br>3. IFEP and RFEP progress monitoring with student and families will include a mid-year check on ILP progress<br>4. ELD specialist and reading specialist will ensure EI students receive ore intermittent support to instructional goals and be provided regular opportunities to show progress | 1. Explore the use of pre-teaching strategies at key junctures<br><br>6. Pilot local assessments in ELA to measure progress of beginning and early intermediate ELs and monitor RFEP students | 7. Pilot local assessments in Math to measure progress of beginning and early intermediate ELs and monitor RFEP students |

| | | |
|---|---|---|
| 5. Opportunities will be structured for collaboration between classroom teachers and EL Specialist | | |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | 1-5 No Cost<br>4. $64,290; $87,808 | Amount | 1-5 No Cost<br>4. $66,239; $91,671 | Amount | 1-5. No Cost<br>4. $69,013; $97,171 |
| Source | 4. ELD Specialist 60%, Supplemental LCFF<br>Reading Specialist Supplemental LCFF | Source | 4. ELD Specialist 60%, Supplemental LCFF<br>Reading Specialist Supplemental LCFF | Source | 4. ELD Specialist 60%, Supplemental LCFF<br>Reading Specialist Supplemental LCFF |
| Budget Reference | Resource 0000; Object 1100 | Budget Reference | Resource 0000; Object 1100 | Budget Reference | Resource 0000; Object 1100 |

Action **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ English Learners  ☒ Foster Youth  ☒ Low Income |
| Scope of Services | ☐ LEA-wide  ☐ Schoolwide  **OR**  ☒ Limited to Unduplicated Student Group(s) |
| Location(s) | ☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

Program Development/Adjustment via Stakeholder Feedback

**2017-18**

☐ New   ☒ Modified   ☐ Unchanged

**2018-19**

☐ New   ☒ Modified   ☐ Unchanged

**2019-20**

☐ New   ☒ Modified   ☐ Unchanged

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| **Program Development /Stakeholder Feedback**<br><br>1. Classroom teachers will progress monitor IFEP and RFEP students<br>2. IFEP and RFEP student progress monitoring will include weekly resource support in math and ELA<br>3. ELD specialist and EL support provider will provide additional support in a small group setting to focus on specific instructional goals<br>4. ELD specialist will provide teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom<br>5. EI support provider will meet monthly with grade-level teams for consultation and work with students using the UC Berkeley/Berkeley Unified SD vocabulary lists and strategies<br>6. EII program feedback will be gathered via student, staff and parent surveys as well as through program review by DELAC and SSC<br>7. DELAC with input from students staff and other parents will establish annual outcomes<br>8. DELAC will review progress made toward goals<br>9. Outreach to parents of EL students to include pre-year orientation and parent education events throughout the year<br>10. Provide translation services to support parent participation.  Provide Transportation to Tinsley students to ensure attendance is maintained per Goal 1. | 9. Expand outreach for those new o the district to include with pre-academic activities, games and resources to support readiness<br><br>11. Explore how growth mindset can support EL students and staff<br>12. Explore assessment options to measure trimester progress toward CELDT/ELPAC goals | 13. Explore potential partnerships with Silicon Valley Community Foundation to support mindset work |

BUDGETED EXPENDITURES

**2017-18**                                    **2018-19**                                    **2019-20**

| | | | | | |
|---|---|---|---|---|---|
| Amount | 1-6: Cost covered in action 1 above<br>7-8. $5000<br>9. $10,000<br>10. $60,000 | Amount | 9. $10,000<br>10. $60,000<br>11-12: None | Amount | 13. $1000 |
| Source | 7-8 DELAC Committee Stipend Base LCFF<br>9. 25% Part Time Tinsley/Outreach support; Supplemental LCFF<br>10. Transportation, Base LCFF | Source | 9 25% Part Time Tinsley/Outreach support; Supplemental LCFF | Source | 13. Partnerships: Base LCFF |
| Budget Reference | 7-8 Resource 0000; Object 1104<br>9. Resource 0000; Object 2400<br>10. Resource 0000; Object 5XXX | Budget Reference | 9. Resource 0000; Object 2400 | Budget Reference | 13. Resource 0000; Object 5811 |

Action    **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____</td></tr>
</table>

**OR**

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners        ☒ Foster Youth        ☒ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide        ☐ Schoolwide        **OR**        ☒ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☒ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES: Instructional Materials and Opportunity

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |
| Instructional Materials and Opportunity<br><br>1. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)<br><br>2. Provide opportunities for dually identified students to participate in SST for differentiation opportunities<br><br>3. Review of push in/pull out time use and performance indicators<br><br>4. Student services team to review measures of current curriculum and materials against current and future needs | 1. Measure outcomes using instructional materials and outreach opportunities<br><br>6. Review curriculum for academic vocabulary focus | 7. Use outreach structures for social support of EL students to build social capital |

| | |
|---|---|
| 5. DELAC will review access for ELS to all aspects of the WESD program | |

## BUDGETED EXPENDITURES

**2017-18**

| | |
|---|---|
| Amount | 1. $10,000<br>2-5 None |
| Source | Instructional Materials, Base LCFF |
| Budget Reference | Resource 0000; Object 4310 |
| | |

**2018-19**

| | |
|---|---|
| Amount | 6. None |
| Source | |
| Budget Reference | |
| | |

**2019-20**

| | |
|---|---|
| Amount | 7. None |
| Source | |
| Budget Reference | |
| | |

| ☐ New | ☒ Modified | ☐ Unchanged |
|---|---|---|

| **Goal 3** | WESD Middle School students will receive instruction in a newly designed middle school program, providing opportunities for in-depth study in key subject areas. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE  ☒ 1   ☒ 2  ☐ 3  ☒ 4  ☐ 5    ☒ 6  ☒ 7  ☐ 8

COE    ☐ 9  ☐ 10

LOCAL  _____Strategic Goal 3_____

Identified Need

Based on a 2017 survey of students, staff and parents, MS courses/instruction needs to better align instructional objectives and provide for more communication across subject areas. Students need regular opportunity for in-depth study in all academic subject areas as well as access to CCSS aligned mathematics instruction and opportunities for extended course access in mathematics.

2016-17 SSC and strategic plan program reviews of MS science indicates the need for integration of NGSS in MS with existing Science resources.

2016-17 SSC and strategic plan program review indicates the need for training and implementation of MS reading units of study.

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA | 6th grade: 77%<br>7th grade: 94%<br>8th grade: 90% | 6th grade: 79%<br>7th grade: 96%<br>8th grade: 90% | 6th grade: 81%<br>7th grade: 98%<br>8th grade: 90% | 6th grade: 83%<br>7th grade: ≥98%<br>8th grade: 90% |
| Math Achievement: MS students scoring in the top two bands of CAASPP-Math | 6th grade: 74%<br>7th grade: 94%<br>8th grade: 76% | 6th grade: 76%<br>7th grade: 96%<br>8th grade: 78% | 6th grade: 78%<br>7th grade: 98%<br>8th grade: 80% | 6th grade: 80%<br>7th grade: ≥98%<br>8th grade: 82% |
| Middle School Dropout Rate | 0% | ≤ 1% | ≤ 1% | ≤ 1% |
| School Climate Survey: MS campus is viewed as both physically and emotionally safe | 90%<br>students and parents | ≥ 92% | At or above 93% | At or above 94% |

Action          **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|---|---|
| Students to be Served | ☒ All          ☐ Students with Disabilities          ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools          ☐ Specific Schools:_____          ☐ Specific Grade spans:_____ |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|---|---|
| Students to be Served | ☐ English Learners          ☐ Foster Youth          ☐ Low Income |
| Scope of Services | ☐ LEA-wide          ☐ Schoolwide          **OR**          ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools          ☐ Specific Schools:_____          ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES: Compliance

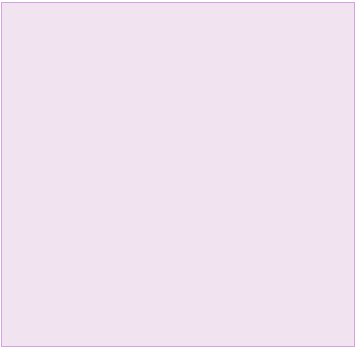| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| Design Integration<br><br>1. Teachers will continue to receive annual professional development in design theory and integration<br>2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.<br>3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work. | 9. Students will provide feedback on design integration at the MS level | 10. Students will provide feedback on design integration at the 4/5 level |

4. All 8<sup>th</sup> grade students will use design thinking protocol to complete a cross-curricular exit project.
5. All 7<sup>th</sup> grade students will use design thinking protocol to complete an environment focused, cross curricular project
6. 6<sup>th</sup> grade will establish a design thinking based project
7. Students will receive feedback regarding their progress toward design thinking outcomes.
8. Parents and teachers will provide feedback on design integration at the middle school level.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. $10,000<br>2-6. $7,500<br>7-8. $5,000 | Amount | 1. $10,000<br>2-6. $7,500<br>7-8. $5,000 | Amount | 1. $10,000<br>2-6. $7,500<br>7-8. $5,000 |
| Source | 1. PD Design: Base LCFF<br>2-6. Design Lead Stipend; Base LCFF<br>7-8. Design Committee Stipend; Base LCFF | Source | 1. PD Design: Base LCFF<br>2-6. Design Lead Stipend; Base LCFF<br>7-8. Design Committee Stipend; Base LCFF | Source | 1. PD Design: Base LCFF<br>2-6. Design Lead Stipend; Base LCFF<br>7-8. Design Committee Stipend; Base LCFF |
| Budget Reference | 1. Resource 0000; Object 5250<br>2-6 Resource 0000; Object 1104<br>7-8 Resource 0000; Object 1104. | Budget Reference | 1. Resource 0000; Object 5250<br>2-6 Resource 0000; Object 1104 | Budget Reference | 1. Resource 0000; Object 5250<br>2-6 Resource 0000; Object 1104<br>7-8 Resource 0000; Object 1104. |

|  | 7-8 Resource 0000; Object 1104. |  |
|---|---|---|

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | ☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners  ☐ Foster Youth  ☐ Low Income |
|---|---|
| Scope of Services | ☐ LEA-wide  ☐ Schoolwide  **OR**  ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans: 6th, 7th 8th (MS) |

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| <u>Program Development and Stakeholder Feedback</u><br><br>1. The SSC/LCAP Advisory through staff feedback, specifically informed by MS review and Design Committee review, will establish annual outcomes.<br>2. All students, include English Learners, Low income and Foster Youth, will benefit from a well-coordinated, coherent MS program |  | 10. Track WESD alumni via website |

3. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.
4. CCSS is 100% integrated and design connections with CCSSs will be leveraged.
5. Students will benefit from connections and support with community institutions and members.
6. Communicate the Woodside Middle School advantage to the larger educational community.
7. Maintain an alumni Facebook page.
8. Leverage social media to celebrate and communicate MS program successes.
9. Parental feedback will continue to be considered via SSC/LCAP Advisory, PTA, the Board and surveys.

5. Leverage greater community resources to support Middle School programs

7. Track WESD alumni via Facebook page

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | 1 $5000<br>2-3 None<br>4. $10,000<br>5-9 None | Amount | 1 $5000<br>2-3 None<br>4. $10,000<br>5-9 None | Amount | 1 $5000<br>2-3 None<br>4. $10,000<br>5-9 None |
| Source | 1. SSC, Design Committee Stipends, Base LCFF<br>2-3 None<br>4. Design Instructional Materials, Lottery<br>5-9 None | Source | 1. SSC, Design Committee Stipends, Base LCFF<br>2-3 None<br>4. Design Instructional Materials, Lottery<br>5-9 None | Source | 1. SSC, Design Committee Stipends, Base LCFF<br>2-3 None<br>4. Design Instructional Materials, Lottery<br>5-9 None |

| Budget Reference | 1. Resource 0000, Object 1104<br>2-3 None<br>4. Resource 1100, object 4310<br>5-9 None | Budget Reference | 1. Resource 0000, Object 1104<br>2-3 None<br>4. Resource 1100, object 4310<br>5-9 None | Budget Reference | 1. Resource 0000, Object 1104<br>2-3 None<br>4. Resource 1100, object 4310<br>5-9 None |
|---|---|---|---|---|---|

## Action 3

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |||
|---|---|---|
| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ ||
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ ||

### OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |||
|---|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income ||
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) ||
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ ||

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| CCSS Alignment, Climate and State Priorities<br><br>1. All students receive CCSS aligned instruction in ELA, math and science | | 7. Social Studies teachers will pilot new standards aligned curriculum |

| | | |
|---|---|---|
| 2. MS ELA teachers will implement the new Reading Units of Study.<br><br>3. MS Science teachers will integrate NGSS with existing science resources.<br><br>4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.<br><br>5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST | 2. MS ELA teachers will explore using Units of Study genre writing assessments<br><br><br><br><br><br>6. Social Studies teachers will review<br><br>    new standards blueprints and<br><br>    materials for adoption | |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. None<br>2. $10,000<br>3.None<br>4.$15,000<br>5.None | Amount | 1. None<br>2. $10,000<br>3.None<br>4.$15,000<br>5.None<br>6. $15,000 | Amount | 1. None<br>2. $10,000<br>3.None<br>4.$15,000<br>5.None<br>6. $15,000 |
| Source | 1. None<br>2. Units of Study, Lottery,<br>3.None<br>4. SEL, Local Donations<br>5.None | Source | 1. None<br>2. Units of Study, Lottery,<br>3.None<br>4. SEL, Local Donations<br>5.None<br>6. Instructional Materials; Lottery | Source | 1. None<br>2. Units of Study, Lottery,<br>3.None<br>4. SEL, Local Donations<br>5.None<br>6. Instructional Materials; Lottery |

Budget
Reference

1.None
2.Resource 1100, object 4310
3.None
4. Resource 9020, object, 1100, 5XXX
5.None

Budget
Reference

1.None
2.Resource 1100, object 4310
3.None
4. Resource 9020, object, 1100, 5XXX
5.None
6.Resource 1100, Object 4310

Budget
Reference

1.None
2.Resource 1100, object 4310
3.None
4. Resource 9020, object, 1100, 5XXX
5.None
6.Resource 1100, Object 4310

| ☐ New | ☒ Modified | ☐ Unchanged |
|-------|------------|-------------|

| **Goal 4** | WESD students will have increased access to design thinking integrated curriculum and stand-alone curriculum.<br>All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences. |
|------------|---|

**State and/or Local Priorities Addressed by this goal:**

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

**Identified Need**

The 2017 student, staff and parent survey shows students need opportunities to engage in instructional experiences that utilize design-thinking protocol in order to benefit from the open-ended problem solving, empathy driven aspects of cross curricular and in-depth study of key subject areas.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
| Experiences: All students will have design thinking integrated instructional experiences in order to fully utilize design thinking strategies to problem solve | 3 integrated lessons per grade level with one year long integrated project in 7th and 8th | 8-12 skill building lessons<br>1 integrated project per grade level | 8-12 skill building lessons<br>1 integrated project per grade level | 8-12 skill building lessons<br>1 integrated project per grade level |
| Community Partnership via parent survey | Baseline established in 2017-18 | Targets will be set once baseline is determined | Targets will be set once baseline is determined | Targets will be set once baseline is determined |
| Program development and | 40% parent participation in parent survey | 45% participation in parent survey | 50% participation in parent survey | 55% participation in parent survey |

| stakeholder feedback | | | | |
|---|---|---|---|---|

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action    1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☒ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools      ☐ Specific Schools:_____      ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☐ English Learners      ☐ Foster Youth      ☐ Low Income |
| Scope of Services | ☐ LEA-wide      ☐ Schoolwide      **OR**      ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools      ☐ Specific Schools:_____      ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- |
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| Professional Development<br><br>1. All staff will continue to receive design training at least twice during the school year.<br>2. The Design Committee will continue to provide training<br>3. Attendance at Nueva Innovation and/or D School Summer Institutes is made available to all teachers.<br>4. Expand training for higher-level program development and integration into the classroom experience. | 8. Consider opening our program's best practices to the greater educational community. | 9. Provide institute training to others |

5. Explore and secure more specialized training provided by D-School or Nueva staff.

6. Each grade span (Tk-2, 3-5, MS) will pilot a teacher leader in design who will assist grade-level teams find natural design integration opportunities.

7 Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team.

[BUDGETED EXPENDITURES](#)

**2017-18**

| Amount | 1, 3,4,5. $10,000<br>6.$7500<br>7.$10,000 |
| --- | --- |
| Source | 1, 3,4,5. Professional Development, LCFF Base<br>6.Instructional Lead LCFF Base<br>7. Equipment Instructional materials, Lottery |
| Budget Reference | 1, 3,4,5. Resource 0000, Object 5250<br>6 Resource 0000, Object 1104<br>7 Resource 1100, Object 4310 |

**2018-19**

| Amount | 1, 3,4,5. $10,000<br>6.$7500<br>7.$10,000 |
| --- | --- |
| Source | 1, 3,4,5. Professional Development, LCFF Base<br>6.Instructional Lead LCFF Base<br>7. Equipment Instructional materials, Lottery |
| Budget Reference | 1, 3,4,5. Resource 0000, Object 5250<br>6 Resource 0000, Object 1104<br>7 Resource 1100, Object 4310 |

**2019-20**

| Amount | 1, 3,4,5. $10,000<br>6.$7500<br>7.$10,000<br>8. None |
| --- | --- |
| Source | 1, 3,4,5. Professional Development, LCFF Base<br>6.Instructional Lead LCFF Base<br>7. Equipment Instructional materials, Lottery |
| Budget Reference | 1, 3,4,5. Resource 0000, Object 5250<br>6 Resource 0000, Object 1104<br>7 Resource 1100, Object 4310. |

Action     **2**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____</td></tr>
</table>

**OR**

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners     ☐ Foster Youth     ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide     ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |
| <ins>Community Partnership</ins><br><br>1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program.<br>2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges.<br>3. The Design Committee will consider community outreach to other school systems to share best practices such as assessment. | Actions and services determined once baseline is established. | Actions and services determined once baseline is established. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1.None<br>2.$5000<br>3.Same as above | Amount | 1.None<br>2.$5000<br>3.Same as above | Amount | 1.None<br>2.$5000<br>3.Same as above |
| Source | 1.None<br>2.Base LCFF, Design Committee<br>3.Same as above | Source | 1.None<br>2.Base LCFF, Design Committee<br>3.Same as above | Source | 1.None<br>2.Base LCFF, Design Committee<br>3.Same as above |
| Budget Reference | 1.None<br>2.Resource 0000, Object 1104<br>3.Same as above | Budget Reference | 1.None<br>2.Resource 0000, Object 1104<br>3.Same as above | Budget Reference | 1.None<br>2.Resource 0000, Object 1104<br>3.Same as above |

Action       **3**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners  ☐ Foster Youth  ☐ Low Income |
| Scope of Services | ☐ LEA-wide  ☐ Schoolwide  **OR**  ☐ Limited to Unduplicated Student Group(s) |

| | Location(s) | ☐ All schools spans:_____ | ☐ Specific Schools:_____ | ☐ Specific Grade |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| Program Development and Stakeholder Feedback<br><br>1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes.<br>2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students.<br>3. The Design Committee, in conjunction with the MS team, will establish a 6th grade design project.<br>4. The Design Committee will explore ways to incorporate more opportunities for students to have open-ended design challenges. | 5. The Design Committee will identify clear instructional objectives with input from all teachers.<br>6. Explore K-2 pullout time for design instruction. | 7. Conduct six-year review of design program, instructional benefit to students and teacher mindset. |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | 1-4.$5000 | Amount | 1-6.$5000 | Amount | 1-6.$5000<br>7. None |

| Source | 1-4 Base LCFF, Design Committee | Source | 1-6 Base LCFF, Design Committee | Source | 1-6 Base LCFF, Design Committee

7.None |
| Budget Reference | 1-4 Resource 0000, Object 1104 | Budget Reference | 1-6 Resource 0000, Object 1104 | Budget Reference | 1-6 Resource 0000, Object 1104

7. None |

| ☐ New | ☒ Modified | ☐ Unchanged |
|---|---|---|

| **Goal 5** | WESD students will have increased access to CCSS aligned instructional experiences in key subject matter including Science and History/Social Science. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ___Strategic Goal 5_____

Identified Need

Students need continued explicit instruction that is CCSS aligned in ELA and Math as well as exposure to NGSS and History/Social Science Curriculum.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Teacher Assignment | 100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | 100% of teachers will be appropriately assigned and fully credentialed. | 100% of teachers will be appropriately assigned and fully credentialed. | 100% of teachers will be appropriately assigned and fully credentialed. |
| School Facilities | Maintained and in good repair with FIT Score of 98.02% / 100% | FIT Score ≥ 96% | FIT Score ≥ 96% | FIT Score ≥ 96% |
| Instructional Materials | 100% of students have access to CCSS aligned and adopted instructional materials. | 100% of students will have access to CCSS aligned and adopted instructional materials. | 100% of students will have access to CCSS aligned and adopted instructional materials. | 100% of students will have access to CCSS aligned and adopted instructional materials. |

| | | | | |
|---|---|---|---|---|
| Science Achievement: Students scoring in the top two bands of CAASPP-Science | Baseline will be determined in 2017-2018 | Achievement targets will be determined once baseline is set | Achievement targets will be determined once baseline is set. | Achievement targets will be determined once baseline is set. |
| Student Performance Structure: Collection of annual ILP, 504, IEP and SST | Baseline will be determined in 2017-18 | Targets will be determined once baseline is set. | Targets will be determined once baseline is set. | Targets will be determined once baseline is set. |

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action          **1**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☒ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)] _____ |
| Location(s) | ☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
| --- | --- |
| Students to be Served | ☐ English Learners  ☐ Foster Youth  ☐ Low Income |
| Scope of Services | ☐ LEA-wide  ☐ Schoolwide  **OR**  ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- |
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
| 1. All teachers will be fully credentialed and appropriately assigned.<br>2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers.<br>3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE maintenance staff and 2.0 FTE custodial staff.<br>4. All students will have access to locally adopted and approved CCSS aligned instructional materials. | unchanged | unchanged |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. $5,163,130<br>2. $9,500<br>3. $248,807<br>4. $40,000 | Amount | 1. $5,292,220<br>2. $9,500<br>3. $255,027<br>4. $40,000 | Amount | 1. $5,398,064<br>2. $9,500<br>3. $260,102<br>4. $40,000 |
| Source | 1. Highly Credentialed Teachers Base Salary, Base LCFF<br>2. BTSA Stipend, Base LCFF<br>3. Facilities staff, Base LCFF<br>4. Instructional Materials, Lottery | Source | 1. Highly Credentialed Teachers Base Salary, Base LCFF<br>2. BTSA Stipend, Base LCFF<br>3. Facilities staff, Base LCFF<br>4. Instructional Materials, Lottery | Source | 1. Highly Credentialed Teachers Base Salary, Base LCFF<br>2. BTSA Stipend, Base LCFF<br>3. Facilities staff, Base LCFF<br>4. Instructional Materials, Lottery |
| Budget Reference | 1. Resource 0000, Object 1100, object 3XXX<br>2. Resource 0000, Object 1104<br>3. Resource 0000, Object 2240, 3XXX<br>4. Resource 1100, Object 4310 | Budget Reference | 1. Resource 0000, Object 1100, object 3XXX<br>2. Resource 0000, Object 1104<br>3. Resource 0000, Object 2240, 3XXX<br>4. Resource 1100, Object 4310 | Budget Reference | 1. Resource 0000, Object 1100, object 3XXX<br>2. Resource 0000, Object 1104<br>3. Resource 0000, Object 2240, 3XXX<br>4. Resource 1100, Object 4310 |

Action          **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

<div align="center">**OR**</div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners    ☐ Foster Youth    ☐ Low Income |
| Scope of Services | ☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| NGSS Implementation and Alignment<br><br>1. All students will have full access to NGSS aligned instructional materials.<br>2. New NGSS materials will be implemented in Middle School.<br>3. TK-5 science will be supported by NGSS aligned FOSS Kits, Zspace technology/ curriculum and design thinking activities.<br>4.  Through the SSC, parents will be asked to provide input on the proposed science materials.<br>5.  Performance standards will be set for NGSS. | Unchanged | Unchanged |

|  | 6. Analyze coordination between state Mandated assessment and local assessments. |  |
|---|---|---|

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. $40,000 (All Instructional Materials)<br>2. $12,000 (New Science Materials)<br>3. $17,000  (ZSpace)<br>4-5. None | Amount | 1. $40,000 (All Instructional Materials)<br>2. $12,000 (New Science Materials)<br>3. $17,000  (ZSpace)<br>4-6. None | Amount | 1. $40,000 (All Instructional Materials)<br>2. $12,000 (New Science Materials)<br>3. $17,000 (ZSpace)<br>4-6. None |
| Source | 1. Instructional Materials, Lottery<br>2. Instructional Materials, Lottery<br>3. Instructional Materials, Lottery<br>4-5. None | Source | 1. Instructional Materials, Lottery<br>2. Instructional Materials, Lottery<br>3. Instructional Materials, Lottery<br>4-6. None | Source | 1. Instructional Materials, Lottery<br>2. Instructional Materials, Lottery<br>3. Instructional Materials, Lottery<br>4-6. None |
| Budget Reference | 1. Resource 1100, Object 4310<br>2. Resource 1100, Object 4310<br>3. Resource 1100, Object 4310<br>4-5 None | Budget Reference | 1. Resource 1100, Object 4310<br>2. Resource 1100, Object 4310<br>3. Resource 1100, Object 4310<br>4-6 None | Budget Reference | 1. Resource 1100, Object 4310<br>2. Resource 1100, Object 4310<br>3. Resource 1100, Object 4310<br>4-6 None |

Action **3**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| <u>Instructional Objectives CCSS Aligned</u><br><br>1. Woodside Instructional Objectives will outline the instructional program in Reading and Writing for all students at each grade level.<br>2. Outcomes will be measured by instructional program description including materials use as well as goals set for the general and subgroup populations. | 3. Outcomes will be measured by evaluation of local and State assessment goals. | 3. Outcomes will be measured by evaluation of local and State assessment goals |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1. None<br>2. None | Amount | 1. None<br>2. None<br>3. None | Amount | 1. None<br>2. None<br>3. None |
| Source | 1.<br>2. | Source | 1.<br>2. | Source | 1.<br>2. |
| Budget Reference | 1.<br>2. | Budget Reference | 1.<br>2. | Budget Reference | 1.<br>2. |

Action    **4**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ All    ☒ Students with Disabilities    ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners    ☐ Foster Youth    ☐ Low Income |
| Scope of Services | ☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |
|---|---|---|
| 1. Student services team will ensure full access to NGSS for students with disabilities<br>2. Parental involvement for SWD will monitor access to design/science integration | Unchanged | Unchanged |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | 1. None<br>2. None | Amount | 1. None<br>2. None | Amount | 1. None<br>2. None |
| Source | 1.<br>2. | Source | 1.<br>2. | Source | 1.<br>2. |
| Budget Reference | 1.<br>2. | Budget Reference | 1.<br>2. | Budget Reference | 1.<br>2. |

Action    **5**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served  ☐ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____ |
| Location(s)  ☐ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| **Students to be Served** | ☒ English Learners ☒ Foster Youth ☒ Low Income | |
| **Scope of Services** | ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) | |
| **Location(s)** | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ | |

ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged |
| <u>Student Performance Support Structure</u><br><br>1. Conduct annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math.<br>2. Wrap around services will be available for any student of need should our student population change to include foster or homeless youth. These service plans will ensure 100% access to required course content and curriculum.<br>3. Record keeping on intervention meeting outcomes and program monitoring will be consistent. | 4. 9-12 articulation of student performance in key areas will be conducted annually and be the focus of one Board retreat. | 5. Long term analysis of EL performance in Stanford/Sequoia EL research |

BUDGETED EXPENDITURES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|

| Amount | 1. None<br>2. None<br>3. None | Amount | 1. None<br>2. None<br>3. None<br>4. None | Amount | 1. None<br>2. None<br>3. None<br>4. None |
|---|---|---|---|---|---|
| Source | 1.<br>2.<br>3. | Source | 1.<br>2.<br>3.<br>4. | Source | 1.<br>2.<br>3.<br>4. |
| Budget Reference | 1.<br>2.<br>3. | Budget Reference | 1.<br>2.<br>3.<br>4. | Budget Reference | 1.<br>2.<br>3.<br>4. |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $ 68,851 | Percentage to Increase or Improve Services: | 2.32 % |
|---|---|---|---|

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For 17-18 our supplemental grant funding is estimated at $68,851 which is a 2.32% Increase from 16-17. The additional services are increased salaries to maintain the dedicated EL and reading specialist staff despite the declining numbers of EL students. This is based on an unduplicated student count of 48 students and a ratio of 11% of the total student population. We anticipate that our dedicated services to the unduplicated students will exceed this amount by approximately $100,000.

Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES students. Increased resources have been assigned to support the goals for increased student performance for EL's through the purchase of EL curriculum in 2016-17 and the increase of EL management by 10% of FTE in 2017-18.

Woodside has a small population of unduplicated students and a robust base program that offers differentiated instruction for all students and a broad range of courses to engage all students. Typical strategies that would often serve unduplicated students including TK, low class size, differentiation, coaching, professional development and robust course offerings and enrichment are strategies that are used for all students and are considered our base program. Services directed to our unduplicated students include transportation, a push in and pull out program staffed by our EL specialist and our reading specialist, professional development for students serving our unduplicated students and outreach programs and targeted communication. Over the past year, we have continued to provide the targeted services highlighted above and have expanded our communication and outreach by translating key documents into Spanish and hiring bilingual office staff to improve daily communication. This has allowed us to improve our parent education outreach and 1:1 parent support for all of our services. By funding these dedicated programs we are supporting our overall goals of Gate, Student Achievement, Design Thinking, Improved School Climate and Culture in the Middle School and the full implementation of CCSS. With these goals we are seeing improved student achievement and improved student engagement and parent engagement.

.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

**Instructions: Linked Table of Contents**

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.*

# Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:
  A.  Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B.  Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C.  School facilities are maintained in good repair.
**Priority 2: Implementation of State Standards** addresses:
  A.  The implementation of state board adopted academic content and performance standards for all students, which are:
      a.  English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b.  Mathematics – CCSS for Mathematics
      c.  English Language Development (ELD)
      d.  Career Technical Education
      e.  Health Education Content Standards
      f.  History-Social Science
      g.  Model School Library Standards
      h.  Physical Education Model Content Standards
      i.  Next Generation Science Standards
      j.  Visual and Performing Arts
      k.  World Language; and
  B.  How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
**Priority 3: Parental Involvement** addresses:
  A.  The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B.  How the school district will promote parental participation in programs for unduplicated pupils; and
  C.  How the school district will promote parental participation in programs for individuals with exceptional needs.
**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
  A.  Statewide assessments;
  B.  The Academic Performance Index;
  C.  The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D.  The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E.  The English learner reclassification rate;
  F.  The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G.  The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.
**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
  A.  School attendance rates;
  B.  Chronic absenteeism rates;
  C.  Middle school dropout rates;
  D.  High school dropout rates; and
  E.  High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:
  A.  Pupil suspension rates;
  B.  Pupil expulsion rates; and
  C.  Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
  A.  S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B.  Programs and services developed and provided to unduplicated pupils; and
  C.  Programs and services developed and provided to individuals with exceptional needs.
**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.
**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

**Guiding Questions: Annual Review and Analysis**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Guiding Questions: Stakeholder Engagement**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*